**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 4.OA.3 and 4.NBT.3**  **The Envision Lesson: 2-2** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Copy Quick Check 2-2  Copy Center Activity 2-2 | Commutative Property of Addition |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| 2-2 Daily Sprial Review  Have a jar filled with candy and students guess how many pieces are in the jar. Talk about why they had to use estimates (candies weren’t out to count, they didn’t have enough time to count exactly) and then go on to other times we use estimation (money, long distances, time). | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| Write the Commutative Property of Addition in their math journals along with a definition and example.  For multiple exposures to the vocabulary words, have students use songs and chants for each property.  Commutative  In the commutative property, you add the numbers any way  We like it, uh-huh uh-huh, We like it, uh-huh  Have students write down an expression and have a partner tell whether it is an example or non-example of the Commutative Property of Addition. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Pose the problem. “Melissa wanted to go visit Kathryn on a 3-day trip. She traveled 336 miles on the first day, 423 miles on the second day, and 357 miles on the third day. Is 300 or 400 a more reasonable estimate for about how far she went on each of the three days?” With a partner, the students will build the numbers with the place-value blocks. They will look at their blocks and see if they have closer to 300 or 400 blocks for each day’s miles.  QUESTIONS  \*How do you know it’s closer to that hundred?  \*What made you think it was closer to 300/400?  \*How did you find your answer?  \*Is there a different way you could explain it? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Make a chart showing the actual distance traveled each day in one column and the number rounded to the nearest hundred in another column.   |  |  |  | | --- | --- | --- | | Day | Actual Distance Traveled | Rounded to the Nearest Hundred | | First Day | 336 | 300 | | Second Day | 423 | 400 | | Third Day | 357 | 400 |   QUESTIONS  \*Can you show me this on a number line? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Play Close to 1,000 from Investigations. Worksheet found in Unit 5 Transparencies T60.  QUESTIONS  \*When would you use estimation in your life? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES)  Students open to page 33 in math book and do questions 25, 27 and 29. Discuss thinking and approaches to getting these answers as a whole class discussion. | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  Have the students work on Center Activity 2-2. | |
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| **HOMEWORK** | |
| Copy the 2-2 Quick Check Master to send home for homework. | |